

Section D

SECTION D.

TREND OF POLICY OF THE VICE-PRINCIPAL.

Loss of unity in the College due to an apparent aim to separate the women students from the men students in all branches of the College work.

(A) Appointments on recommendation of Vice-Principal.

The following women tutors were appointed on the staff of the College since the appointment of Miss Mercier:-

Miss	M. L. Annakin	1st Sept. 1913	English
"	G. Clapham	1st Sept. 1915	Education
"	E. D. Edmonds	27th Apl. 1914	Kindergarten
"	E. Gray	29th Sept 1913	Art
"	L. M. Hardy	1st Sept. 1913	Geography & Science.
"	C. M. Matthews	22nd Nov. 1915	Physical Exercises
"	E. Matthias	1st Sept. 1913	Method
"	F. A. Morgan	1st Sept. 1913	Physical Exercises
"	E. S. Stephens	22nd Apl. 1914	English
"	Z. Walford	27th Apl. 1914	Mathematics
"	S. A. Walker	1st Sept. 1914.	Education
"	G. Owen	14th Apl. 1913	Education

Miss H. Gray (Art Mistress)
Miss E. Stainsby (Art Mistress)
Mr. W. Taylor, (Lecturer in Geography & Science.
Mr. J. Stones (Music Master).

Of the above women tutors, eight are among the nine women tutors who have recently resigned their posts.

Section D₂

MR. PARSONS.

(ii) Loss of unity in the College due to an apparent aim to separate the women students from the men students in all branches of the College work.

to understand the present position of the College as regards Miss Mercer it is necessary to go back to the time of the inception of the college when for evident reasons there was no Vice-Principal, as such, on the staff. It was felt, however, that some lady should be appointed who, while serving under the Principal, should be given large powers relating to the staff and a person of tact and sound judgment - was chosen for this post and for six years this arrangement was carried out without the least sign of friction.

In 1913 a list of the following persons on the College Staff are attached:-

Mr. Parsons
Dr. Bolton
Mr. H. T. Todd (Science Master)
Mr. T. P. Holgate (Master of Method)
Mr. G. E. Wilkinson, (Lecturer in English and Phonetics).
Mr. G. C. Dent, (Lecturer in English)
Mr. R. H. Parker, (Art Master)
Miss E. Gray (Art Mistress)
Miss E. Stainsby (Art Mistress)
Mr. W. Taylor, (Lecturer in Geography & Science).
Mr. J. Stones (Music Master).

Increased powers and wide appointment placed the students almost entirely in the hands of the staff. I was most anxious that this arrangement should be carried out loyally and attempted to make the best of the situation. In the last three years has convinced me that any arrangement which puts the greater part of the students and staff of the College outside the Principal's control does not tend to produce unity and harmony. In the first place, one section of the staff feels that it is responsible to one individual, whilst another section feels that its allegiance is due to another individual. This in itself suggests disunion. The same thing may be stated as regards the students. At the outset I saw that such a result was possible, but I hoped that with the loyal co-operation of the Vice-Principal and myself we should be enabled to get the full benefit of her intellectual attainments without any loss of College unity. I could give

MR. PARSONS.

many instances of incidents in the work of the College in which the Vice-Principal has claimed powers which have tended to produce disunion. Below I give a few typical cases:-

To understand the present position of the College as regards Miss Mercier it is necessary to go back to the time of the inception of the College when for evident reasons (1) In 1914 a lady member of staff was appointed to there was no Vice-Principal, as such, on the staff. It was felt, however, that some lady should be appointed who, while serving under the Principal, should be given large powers relating to the women students in particular. Miss Mitchell - the senior resident tutor and a person of tact and sound judgment - was chosen for this post and for six years this arrangement was carried on without the least sign of friction.

In 1913 a Vice-Principal was appointed with increased powers and wide responsibilities. The conditions of appointment placed the control of the women tutors and the women students almost entirely in her hands. Now, I was most anxious that this arrangement should be a success and I loyally attempted to make it such; but the experience of the last three years has convinced me that any arrangement which puts the greater part of the students and staff of the College outside the Principal's control does not tend to produce unity and harmony. In the first place, one section of the tutors feels that it is responsible to one individual, whilst another section feels that its allegiance is due to another individual. This in itself suggests disunion. The same thing may be stated as regards the students. At the outset I saw that such a result was possible, but I hoped that with the loyal co-operation of the Vice-Principal and myself we should be enabled to get the full benefit of her intellectual attainments without any loss of College unity. I could give

the Medical Officer of the College - should be many instances of incidents in the work of the College in which the Vice-Principal has claimed powers which have tended to produce disunion. Below I give a few typical cases:-

- (1) In 1914 a lady member of staff was appointed to supervise the training of Teachers for Upper Schools. During the first period of School Practice I was informed that, contrary to the Board of Education's Regulations and to previous working arrangements, students out on School Practice were being brought to the College on the Saturday morning. I spoke to the person in question - Miss Walker - about this. She, however, feeling that she was responsible to Miss Mercier, resented my speaking to her and reported the case to the Vice-Principal who saw me the next morning and protested against my interference with her position.
- (2) The working conditions laid down placed the control of the Women's Halls largely in the hands of the Vice-Principal. One of the newer lady members of staff having obtained a copy of the working conditions, carried it round to the other members and stated that if the Principal visited one of the Women's Halls he would be an intruder.
- (3) This idea of placing the women connected with the College entirely out of the influence or control of men is still more evident when it is known that a request was made by one of the newer lady tutors that a list of complaints that could be made against Dr. Bolton -

the Medical Officer of the College - should be recorded so that a woman doctor might be appointed.

(4) Previous to 1914 men tutors had taken women's classes and vice versa, and if organisation could be rendered more efficient by mixed classes, such classes were arranged. In 1915, however, the Vice-Principal suggested an organisation which, as a rule, would prevent the men tutors taking women's classes.

(5) This arrangement tended to produce disunion amongst the members of staff, to destroy the unity of aim of the College as a complete institution, and to produce the opinion amongst the women students that the men's side was entirely separate from the women's side and that men tutors and the Principal should not be approached by the women with regard to their work. It is not long ago that the men tutors as a body protested against this opinion which apparently had been given to the women students, and I myself, while being present in the College every day and always available for students, have actually had letters sent me through the post by students, when the enquiry could readily have been made by work of mouth.

(6) Generally speaking, some of the women members of the staff have attempted to carry out their work by dealing only with the women members. Only a short time ago I had a case in which the head of a department - a man - received his arrangements with regard to some of his work from a junior lady member of his own department.

DR. BOLTON.

Let me say quite definitely that the above remarks are in no way a criticism of Miss Mercier. Of Miss Mercier I have a high opinion. She is the kind of woman one would expect to work well with, but she takes up the position that her duties and rights should be in accordance with her interpretation of the conditions of engagement. After an honest attempt at the experiment, I have come to the conclusion after most careful thought that the issue of an inelastic category of duties is not desirable, that the whole of the staff of the College should be under the control of the Principal, and that the duties of the Vice-Principal should be delegated by the Principal. I believe that a staff is to be handled easily by common sense and tact and that the more the duties that are unwritten, the better. A list of duties should be drawn up for guidance, but such list should be open to alteration, amendment, extension or limitation by the mutual good understanding of the two people concerned. I am of the opinion that if this had been the scheme of working adopted three years ago we should not have had the disunion which is now characteristic of a portion of the women staff. "A house divided against itself cannot stand". No College can be thoroughly efficient unless the staff and the students are working harmoniously and loyally co-operating with each other. It is not possible to obtain this harmony and loyalty when the reading of the working conditions is such as to engender disunion.

I may add that the position as seen in the Leeds College at the present time is by no means an isolated case as is evidenced by the fact that in other Training Colleges and Secondary Schools in which the same working arrangements have been tried, failure has resulted.

Housekeeper were present at the consultation. Dr. Campbell agreed with my diagnosis of the

DR. BOLTON.

case. I understand the girl is now doing useful work as a Teacher. The Whinfield incident was that of a woman student who was thought to have been concerned in various acts of theft in her Hostel. Matters had come to a stage when it was deemed since 1st September, 1913. Among the men students I have always found a loyal spirit and good tone, but during the last two years I have noted a tendency towards deterioration of tone among the women students. There has been apparently a movement to make the work of women tutors and students quite separate from that of the men. This tendency was confirmed in my own experience in the Whinfield incident. (Papers are attached). The full significance of this affair can only be judged in association with a previous incident. The previous incident was that of a woman student

who had been giving some trouble with attacks of hysteria especially at the time of her examinations. Miss Mercier concluded that the temperament of this student was such as to render her unsuitable for teaching children and that it was therefore useless for her to continue her studies. She urged me to certify accordingly. I told her I was unable to take such a serious view of the case, that I considered the student's condition a passing phase due to her age and the nervous strain of work. Miss Mercier then asked me if I would be willing to refer the matter to the Board of Education, and to ask them to send down a Specialist to consult upon the case. I saw no necessity for it, but I consented.

In due course Dr. Campbell was sent down by the Board, when in consultation I laid before her all the facts of the case and let her hear at the same time the evidence of others concerned in the matter. The Principal, the Vice-Principal, the Resident Tutor, and the Housekeeper were present at the consultation. Dr. Campbell agreed with my diagnosis of the

we were admitted, but finding the father, mother, and student case. I understand the girl is now doing useful work as a Teacher. The Whinfield incident was that of a woman student who was thought to have been concerned in various acts of theft in her Hostel. Matters had come to a stage when it was deemed advisable to dismiss her from the College. At this stage I was approached as to whether in order to save her character I could certify on medical grounds that she was unaccountable for her actions. From the evidence submitted to me I was unable in this case also to take such a serious view on medical grounds. Again I was urged to refer it to the Board. I confess I felt a degree of resentment at this repeated suggestion of reference to the Board, but I agreed to it on the advice of Mr. Parsons, who said - it would strengthen the case.

Dr. Campbell came down again. Previous to Dr. Campbell's arrival, Miss Mercier asked me if she could have a few words with Miss Campbell before the consultation began. I raised no objection to this, thinking perhaps she had some delicate matter to refer to, which would come out afterwards in my consultation with Miss Campbell.

Dr. Campbell came at half past four, and I with Mr. Parsons, waited in an adjoining room. As hour after hour passed without being called (except for one moment to be asked a question) I felt increasing resentment at being thus ignored in a case when as the Medical Officer I should have been present to direct the evidence in consultation with Dr. Campbell. At about a quarter to seven, Mr. Graham appeared on the scene.

He could hardly credit our statement of what was going on, and waited with us to see developments. We waited till after eight o'clock. Mr. Graham sent in word to ask when Dr. Bolton was to be admitted to this consultation. Immediately

we were admitted, but finding the father, mother, and student so that I was then in intimate connection with all the concerned had already left the Hall. Mr. Graham took life and work of the College. It was because of the occasion to express strong disapproval of the action taken, splendid spirit that permeated the College at that time, stating that Dr. Bolton as the Medical Officer of the College and the perfect harmony that existed amongst staff and should have been present to direct the medical evidence in the students alike that I was impelled to give up a lucrative case, and that Mr. Parsons as the Principal, and Miss Mercier, practice in order to join whole-heartedly in this work. as the Vice-Principal, should have been there to look after I confess that the attitude of some of the women members the Educational interests of the College. Mr. Graham asked of the staff and the disappearance of the loyalty and Dr. Campbell if there was anything in the evidence that could harmony which characterized the College when I first knew not have been submitted to Dr. Bolton, to which she replied - it have caused me at times to regret the step I took. No. The fact is that all the evidence was taken, the student concerned and her parents interviewed, and allowed to depart without the Medical Officer of the College being present.

Dr. Campbell's recommendation in the case was that the student should be allowed to go away for a rest, and to return at the beginning of the following Session. The certificate had to be signed by me as Medical Officer of the College. I agreed to Dr. Campbell's recommendation and signed the certificate in order to save further trouble, but I wrote to Mr. Graham that I did so under protest.

It is only just to add, that Miss Mercier afterwards wrote me a letter of apology, stating that she erred in acting as she had done.

As a sequel to this, it came to my knowledge that Mr. Parsons was dealing with a matter in which one of the Women Tutors had requested the Housekeeper of her Hall "to gather together what complaints she could against Dr. Bolton, so that we might get rid of him and have a woman doctor in his place".

For two years previous to my official appointment as Medical Officer of the College, I acted as the temporary Medical Officer, and for six months as Lecturer in Hygiene,

so that I was then in intimate connection with all the life and work of the College. It was because of the splendid spirit that permeated the College at that time, and the perfect harmony that existed amongst staff and students alike that I was impelled to give up a lucrative practice in order to join whole-heartedly in this work.

I confess that the attitude of some of the women members of the staff and the disappearance of the loyalty and harmony which characterised the College when I first knew it have caused me at times to regret the step I took.

Miss Mercier, followed by the introduction of some half-dozen new tutors, that there has gradually crept into the College a lack of unity amongst the staff. This has not shown itself in any violent symptoms, but could nevertheless be felt.

The new members of staff served Miss Mercier with an ultra-loyalty, unconscious of any other allegiance.

One began to feel that there were two camps in the College - roughly represented by the Old and the New.

The new were conspicuous in their determination to refer everything to Miss Mercier and nothing to Mr. Parsons.

Coming to my own particular Department of work there was a marked change in the mutual relations of the Science Staff and the Women's Education Staff as soon as the new regime was inaugurated. Formerly there had been cordial co-operation and consultation between the tutors concerned on the Science and Nature Study work in the Schools. Miss Owen and Miss Walker showed an aloofness from the beginning.

At first I put this down to the fact that they were feeling their way, and I thought little about it.

Then I began to notice that when arrangements had to be made, viz., in cases where our respective departments of work overlapped and interwove, that in the great majority of cases Miss Walker consulted Miss Crawshaw, an assistant tutor in the Science Department. When this had gone on for some time I spoke to Miss Walker about it. This was in July, 1915. She explained that she had been told that she had nothing to do with the men members of the staff, and that her policy had been shaped by this instruction. She promised that in future she would deal directly with me, which promise was not kept. Thus our relations, though personally friendly, were always somewhat difficult where work was concerned. Miss Owen continued to cultivate, in the main, an attitude of aloofness, and I have reason to suspect that this attitude was due to a desire on her part to introduce a lady specialist in Nature Study. Shortly before Easter 1915 I was approached by Mr. Holgate, Miss Owen and Miss Walker, in the order named, each asking me to give some Demonstration Lessons in Science or Nature Study in the summer term. I promised Mr. Holgate and Miss Owen to give lessons and told Miss Walker that, having promised the other two, I could not undertake hers until later.

When the new term arrived I gave the lessons to the men students, but hearing nothing from Miss Owen I asked her when she wanted me to begin the lessons. She said she would see me later.

Almost immediately I discovered that the lessons which I had promised were being given by a Miss Simpson, a lady not on the College Staff.

Neither Miss Mercier nor Miss Owen had informed me of any decision to abandon my lessons and to introduce Miss Simpson to do work for which I was responsible. On the contrary Miss Owen had held back the knowledge seeing that the matter must have been recalled to her mind when I asked her when she wanted my lessons to begin.

Had this instance been an isolated one, I should not, bad as it was, have felt justified in basing on it the suggestion that Miss Owen desired to introduce a lady as Specialist in Nature Study. But this last summer term, a year after the incidents just described there was a virtual repetition of events. Arrangements were made by Miss Owen for Miss Simpson to give a Nature Study Demonstration lesson at one of the Schools in the town. Although the giving of such lessons was part of my work, and although I am responsible for that work, yet I was not informed of the arrangement, but heard of it by accident and took steps to enquire into the matter.

Mr. Parsons told me he did not know Miss Simpson was giving any Lesson.

Miss Mercier told me the arrangements were made through the Office.

The "Office" told me they knew nothing of any lessons by Miss Simpson.

Miss Owen told me that it was not intended that Miss Simpson should give the lesson, but that she turned up ("she was often in the Schools") and offered to give the lesson, and her offer was accepted.

Later on, she modified this statement by letter and admitted she knew Miss Simpson was to give the lesson. (See letter attached.)

COPY OF LETTER FROM MISS OWEN TO MR. TODD.

Taking ~~the~~ ~~arrangements~~ together, recurring in
consecutive years, Miss Simpson introduced each time, the
arrangement concealed from me each time 2, Grange Court,
suspect that there was an ulterior motive Headingley, LEEDS.

There has also been a tendency, since the separation
25th June, 1916.
of the Education Department of the College into three sections,

for a chaotic state of affairs to creep in.

Dear Mr. Todd,

Following the usual policy of aloofness, Miss Owen has
It flashed across me quite suddenly last evening,
not supplied me for two years with any lists of students on
that in telling you that I had not invited Miss Simpson to give a
School Practice and the Schools to which they were attached.
lesson at Bewerley Street, I had most likely given you the
These arrangements for seeing the Nature Study teaching have
impression that I did not know she was going to, till we got
either had to be made in very incomplete fashion with add
down there. If I have done so, I am exceedingly sorry, for it
supervisors, or abandoned altogether. At the last School
is quite untrue. I met her a few days before and she said quite
Practice Miss Walker supplied a list of selected schools for
informally that if I liked she would, and I was pleased and said
us to visit after the School Practice had begun. This list
"do". I can quite see that I must seem to be very "casuistical" -
had been drawn up without consultation with the Science staff
a thing I hate - but the fact is that my original idea was simply
and, as usual, was not given to me, but to Miss Crawshaw, my
to put in a morning for the students (at the last minute since
Assistant.
I had not been able to get it in before) at a school where good
Nature Study was going on. I knew Miss Perray to be an
enthusiastic Evening Class student, and so it all happened. I
was not really thinking of formal demonstrations at all and Miss
Simpson joined in out of the goodness of her heart. I could have
prevented that, but I did not feel called upon to do so. If I
were staying on at the Training College, however, now that I
know you do not approve of Miss Simpson's methods, I should
of course definitely avoid the recurrence of the same situation.

With kind regards,

I am,

Yours sincerely,

GRACE OWEN.

Taking the two incidents together, recurring in consecutive years, Miss Simpson introduced each time, the arrangement concealed from me each time, I cannot but suspect that there was an ulterior motive behind it all.

There has also been a tendency, since the separation of the Education Department of the College into three sections, resident and non-resident members, for a chaotic state of affairs to creep in.

Following the usual policy of aloofness, Miss Owen has

not supplied me for two years with any lists of students on School Practice and the Schools to which they were attached.

Thus arrangements for seeing the Nature Study teaching have either had to be made in very incomplete fashion with odd supervisors, or abandoned altogether. At the last School

Practice Miss Walker supplied a list of selected Schools for us to visit after the School Practice had begun. This list had been drawn up without consultation with the Science Staff and, as usual, was not given to me, but to Miss Crawshaw, my Assistant.

In conclusion I wish to say that the insinuation made

by Professor Findlay and Professor Geddes in letters to the

Press, to the effect that there is not sufficient liberty

allowed the Tutors in Training Colleges does not apply to

the Leeds Training College. We have been allowed to pursue

our work absolutely untrammelled and no University Professor

can have less interference.

There has only been one ground for complaint and

that has arisen from the Studies of some women students being

re-arranged at the end of one year, involving the dropping

of Science to take up an Advanced Stage in some other subject.

This has invariably been done without consultation with me and without my being informed.

P. Holgate, B. Sc.,

Master of Method.

1. Staff. Up to three years ago the staff could pride itself on being united. There were, of course, differences of opinion and at times disagreement, but nothing serious - nothing to make one feel that some were pulling one way and some another. There was considerable intervisiting of members of the staff both in regard to resident and non-resident members. Invitations were freely given and accepted for hostel functions and altogether there was a general camaraderie.

There has been a marked falling off in this respect during the last two years. No doubt something of this has been due to the lesser number of social functions owing to the war, but this certainly does not account for the whole or even of the major part of the falling off.

In my opinion the majority of the women appointed to the staff in the last three years have formed themselves into a clique. Again, this may be partly owing to the circumstances of several of the appointments. I mean that where people are known to each other before appointment they must inevitably tend to foregather and it is no secret that several, if not most, of the new appointments were recommended by the Vice-Principal either from personal knowledge of them or because of personal knowledge on the part of some other members of the staff (also comparatively new). I wish to be perfectly fair and to point out that the older - pre 1913 staff - also contained a relatively large number of people who had worked together for many years and who must equally have tended to be drawn together by this bond. But I must also point out that the pre 1913 staff contained several members who were not of this original nucleus and yet were thoroughly absorbed. There was no evidence of a feeling of aloofness on the part of anyone.

Again, probably the appointments of the last three years have

come along at too quick a rate for "absorption". Be this as it may, it was not long before the cliquism became apparent and disturbing remarks in criticism of the older established members of the staff were overheard. Such remarks had for their general purport that the older established members were not of the right class. Another way of putting it was "that the women of the staff were as a body far superior to the men". One also heard remarks to the effect that the College was destined to become a woman's College and that its consummation was not far off.

It is also during this period (1913-16) that the word "ideals" has been so much overworked; "educational ideals", "Social ideals", "new ideals" - these terms have been thrown about profusely. But one rarely, if ever, heard what the terms were intended to connote and if in desperation one enquired, rarely if ever did one get a lucid reply.

Moreover, one rarely found any one of the recently appointed women giving the College credit for having achieved anything. It was not merely that they criticised with a view to ever progressive effort - we all do that and have done it from the start in 1907 - but it has seemed to me that a definite idea had formed in the minds of this body of tutors that the College must necessarily have been "on wrong lines" and that they, and they alone, were to be the ones to put it right.

I believe I am right when I say that the older established women tutors have been as a whole, consulted by the Vice-Principal much less than the more newly appointed ones. Of one case I can speak authoritatively. Miss Carder, who worked in the Department of Education with me and of whose work I have the highest opinion, whose qualifications and training for her work would not suffer by comparison with those of any of her colleagues, has been repeatedly passed over in favour of more newly appointed tutors.

II. Signs of a more or less definite policy on the part of some

of the newly appointed women tutors.

Whilst suspicions from time to time of the significance of certain happenings, it is now, in view of the resignations and the reasons so far alleged for the same, that these happenings fall into their setting.

1. Immediately after Miss Mercier's appointment there were rumours that Miss Sladdin - a woman of sound influence and great organising power, was likely to be superseded. In connection with Miss Mercier, I was told that there was nothing in it, but the rumours revived (they emanated from the "recently appointed tutors") and the name of her successor was even mentioned. And so it fell out.

2. Miss Walker - Miss Sladdin's successor, did not consult the latter in any respect whatever on taking over her duties although Miss Sladdin was working in the City. On the contrary there was an open assumption that things were to be put right and a disclaiming of responsibility for the set of students who only spent their second year with Miss Walker.

3. A year ago at a Meeting of the Old Students' Education Circle at which I was not present, it was decided to ask Mr. Parsons and Miss Mercier to act as Joint Presidents of the Circle. I resigned my membership of the Circle. Miss Walker pressed me for reasons and I told her that whilst I would willingly serve under the presidency of either Mr. Parsons or Miss Mercier, I could not serve under their joint presidency. Miss Walker at once exclaimed "Why? They are the two Principals" which, of course, expressed my reasons for resigning my membership.

These are the chief matters which I have to note so far as I am personally affected, but in addition one notes:

- (a) The removal of men to a large extent from the women's time-table two years ago.

(b) The statement by Miss Owen in her letter of resignation which amounted to saying that unless a new Vice-Principal with more power than Miss Mercier had had were appointed she could not consent to remain a member of the staff.

(c) The fact that Miss Walford was instructed to propose Mr. Parsons' name for Committee of the Training College Association, but did not do so when she found that Miss Mercier's name was put forward by someone not connected with the Leeds College.

(d) The suggested "letter of appreciation of Miss Mercier" in which the College was given credit for having achieved some success "by reason of its geographical situation" since 1913, but implying that since then it had advanced by leaps and bounds simply because of Miss Mercier's presence.

(e) The preposterous assumption in the letter from the Federation of University Women that in some 2½ years Miss Mercier had done so much work for the Elementary Teacher's training.

Conclusion.

In reviewing all that has happened, I cannot help coming to the definite conclusion that the whole trouble at the College is the outcome of what is known as the Woman's Movement. I should be loth to believe that this idea has been consciously in the minds of all the appellants, but I am drawn to the opinion that in the minds of some it has been the main motive of their action.

apart in the actual work of the College. Only a month ago Mr. Whitley, Headmaster of Victoria Practising School, told me that he thought it was a mistake not to have mixed school sessions in mixed schools, and that the work was neither so interesting nor so efficient as in the days when such arrangements obtained.

(III) Until recently classes were taken indiscriminately by men and non-interns. I myself prefer, let us say, four classes of men and two of women, to six classes of men

Mr. G. E. Wilkinson,

Lecturer in English and Phonetics.

As a member of the staff of the City of Leeds Training College since its inception I think it advisable to contrast the conditions of the College life in its early days with those of more recent date. The most striking quality of the College in the past years was the unity of the various branches.

1. Unity of the Staff.

I can remember many difficulties arising regarding School Section Arrangements, Demonstration Lessons, unfortunate Magazine articles, Library questions. When such difficulties arose they were settled rapidly and finally by direct question and answer either privately with the people intimately concerned or publicly in staff meetings. There were no cliques. There was no subterfuge.

2. Unity of the various elements of the College:- Staff Housekeepers, Students.

(I) At the numerous social gatherings not only were men and women students present, but all the staff, the wives of the staff, the housekeepers, and frequently also guests including the members of the official staff were present.

(II) The men and women students were not kept so sternly apart in the actual work of the College. Only a month ago Mr. Whitley, Headmaster of Victoria Practising School, told me that he thought it was a mistake not to have mixed school sections in mixed schools, and that the work was neither so interesting nor so efficient as in the days when such arrangements obtained.

(III) Until recently classes were taken indiscriminately by women and men tutors. I myself prefer, let us say, four classes of men and two of women, to six classes of men

or six classes of women. The opportunity of comparing methods of attack, amount of work accomplished, the differing powers of application and judgment of men and women, is one that adds zest to teaching and prevents lecturing from becoming purely mechanical.

The most striking quality of the College for some time now has been its total lack of unity and comradeship. It is difficult to account for this. Perhaps much of it is due to misunderstanding, but the evidences of it are obvious and I shall give these first.

1. Disunion of the Staff.

(a) I myself have never at any time been affronted by any of the ladies on the staff, but I share the resentment felt by Messrs. Todd, Parker, Dent and Bolton.

(b) Nowadays there is no directness of dealing.

Questions arise in staff meetings that are not settled, e.g.

(i) The staff decides that the Principal shall be nominated to the Committee of the Training College Association, and the lady representative, Miss Walford, neglects to nominate him because someone else nominates Miss Mercier.

(ii) Mr. Todd and Mr. Parker complain that their work is interfered with needlessly. No satisfactory explanation is forthcoming, but the complaints are renewed with persistent regularity.

(iii) When Miss Mercier resigns, a staff meeting at which only the women shall be present is called. It is "a woman's question". This is not enough. The members are pledged to secrecy. There is a fearful air of mystery and excitement.

Later a full staff meeting is called and during the discussion it is obvious to all the men present that some of the women on the staff know more about Miss Mercier's resignation than the others, and that they are anxious to make those ignorant of the real reasons act in blindness.

(iv) The ladies who resign write to the papers stating that they object to a newspaper controversy and that they think it injurious to the College and its future. The same ladies organise letters supporting their case from the following quarters:-

- "The University Women's Federation".
- "Mr. Whiting and 160 Leeds Residents".
- "The Froebel Society".
- "The Prefects of the present and former years".

It is precisely this indirectness, this unwillingness to speak out, that has made me distrust their case. Their methods are unfair methods.

2. Disunion of the various sections of the College.

(a) The various hostels are more separated in spirit than formerly. I cannot speak here with authority, not being a resident tutor, but judging by the casual statements of the tutor concerned, there seems to be little social intercourse between hostel and hostel.

(b) There has been almost complete cessation of meetings of a fraternal nature. Of course amidst a war it is perhaps wise to limit the number of social functions, but the type of social function has altered either by accident or design. It is now exceedingly rare to find all the members of the staff together. At only two hostels is it customary to invite the housekeeper to any function.

(c) There are no mixed school sections, very few mixed classes, and until a year ago no man took a woman's class since the advent of the Vice-Principal.

I agree with most members of the staff that deep down the basis of this disunion is the Feminist Movement. I think that the ladies who have resigned have really done so from pique. They saw in Miss Mercier an excellent woman, cultivated and fearless. They felt that she was a rock on which they could anchor. More than once they let fall the word "Lady Principal". Always they have systematically tried to exaggerate her powers and minimise those of

the Principal. The attitude of the girl students towards the Principal is not in the least like that of the women students in the early history of the College. He is remote. He has nothing to do with them. This feeling is the direct result of the attitude of the women who have resigned. Their aim was to place the Principal in such a position of obscurity that feelings of self respect would cause him to resign, and then the Vice-Principal would become Principal and "the cause" would have yet another triumph. Miss Mercier's resignation upset all these calculations. Hence all the excitement. Hence the repeated attempts, at first secret, later public to make a demonstration so as to get Miss Mercier reappointed. Hence the deep feelings of disappointment when such attempts were shown to be ridiculous. It was precisely at this moment that Mr. Graham's speech brought matters to a climax. It was the ignition spark. In that cool statement of the Education Committee's policy the ladies who had planned the ruse saw

- (1) An end to the feminist movement as far as the College was concerned.
- (2) An end to all public attention to Miss Mercier's resignation.

Up to now the leaders of that movement were Miss Owen, Miss Walker and Miss Hardy. I am firmly convinced that none of these wished matters to go to the point of resignation, but the intense feelings of disappointment referred to above became feelings of anger and animosity after Mr. Graham's speech and they were forced by the hasty action of the others into what they must know was a foolish step.

Of course this may be conjecture, but I can see no other way of accounting for the whole question.

Mr. G. C. Dent, B.A. (Lond.),

Lecturer in English.

When the College was first established I was appointed Lecturer in English, and immediately went into residence at our first men's hostel, where I remained a year, when I married and went out of residence. I have, however, been in residence during a large part of the past year.

Throughout the greater part of my time on the staff, I have lectured in English and in History, both to men and to women, and for three years in Scripture to men only.

On School Practice I have more frequently supervised women than men, taking both Senior School and Infants' Students. On every occasion when I have taken women students in School Practice it has been at the request of the Mistress of Method.

For five years I have managed the College Browning Society, a mixed Society of about forty members, and last year I began the New Poetry Society, also for men and women. I have also been president of the committee of the College Magazine since its commencement and that position has given me special opportunities of learning the general feelings and tendencies of the students.

It will therefore be seen that I am in a position to be as well acquainted with our students of both sexes, and with a large variety of their work and interests, as anyone can except the Principal.

The life of the College has been one long struggle against inconveniences of housing, but this has only brought out the more strongly the inspiring courage of our principal, the splendid loyalty of our old students, and the zeal and trustworthiness of our staff as a whole.

It was not till we took possession of our new buildings that serious troubles began. The staff had been

much increased, and it was soon felt that disunion and intrigue were prevalent among the women members. It was said that tutors' work was arbitrarily changed and settled by the new Vice-Principal and the two Mistresses of Method, and that the new Librarian received altogether too much consideration from the Vice-Principal.

Until October, 1915, however, I had no personal experience of these unhappy conditions. In June of that year I had prepared a number of cyclostyled notes on 'Hamlet', in which play I was intending to lecture to all Advanced English students after the Long Vacation. I handed these to the Vice-Principal with the request that she would have them delivered to the women students. When I returned in October I heard casually from a woman student that Miss Stephens, the Librarian, was lecturing on 'Hamlet' to Advanced English students. I immediately reported this to the Principal, who knew nothing about it. He asked me to bring the matter up at an approaching meeting of the English staff, which he and the Vice-Principal expected to attend. The matter was raised by one of my colleagues, but neither the Vice-Principal nor Miss Stephens offered any explanation. As the Principal had been called away no result was attained. When the same matter was under discussion a week later the Vice-Principal, who was in the Chair, withdrew, and Miss Stephens, in answer to my request for an explanation, replied only "There are some things which cannot be explained." Miss Goodfellow and Miss Annakin, the other English lecturers on the women's side, were entirely in the dark, and the latter had been asked to change her prepared work merely to suit the whim of Miss Stephens. In consequence, I refused to take any advanced book with women students until I should receive an explanation of this arbitrary interference with and appropriation of my prepared

work.
^

I have as yet received no explanation.

About this time I had occasion to ask the president of the Browning Society to visit me on business in my room at Cavendish Hall, and was astonished to hear that she had been refused permission by her house-tutor, Miss Walker. As the President was a woman of thirty-five, bearing the very highest character, this was incomprehensible to me, so I reported it to the Principal, who told me to send for the student again. I did so, and she came, but I never received any explanation from Miss Walker.

About a month before the end of last term I received from Miss Edmonds the following note, which took away a class for which I had prepared a last lecture.

Mr. Dent.

I am asked to let you know that Senior A. B. and C will not be in College to-morrow morning (Wednesday).

D. EDMONDS.

This matter of the note is evidence of the bad organisation which had become increasingly noticeable on the women's side, while the manner of the note is extremely discourteous. At that very time I was preparing to assist the Infants' Staff in School Practice by taking a large number of women students at distant schools at the request of Miss Owen.

It is my opinion that it was most harmful to the College to have on its staff women who would treat a colleague in this way, and who have left the institution without any endeavour to explain a course of action so annoying to him. They have never ventured, as far as I am aware, to make any imputation on my character or efficiency as a tutor.

When the resident tutors and housekeepers were asked to meet Mr. Graham shortly after the Vice-Principal's

resignation, secret meetings of the women's staff had been taking place for some days. The "Talk" contained nothing new in principle: its main lines were those which had been gradually laid down during the first year of the College, when I was in residence. Then new details of its application arose out of special circumstances, chiefly on the women's side, which were common knowledge of the staff and students.

I am strongly of opinion that it would be wrong for the College or the staff to afford facilities for the meeting of political societies with a party bias: the general societies of the College and the lectures and classes themselves afford ample opportunity for treating such matters under the guidance of a tutor.

The "Talk" in itself was not, in my opinion, objectionable, but its publication was most unfortunate. The conduct of our women students is usually a matter for pride rather than for reprobation, and I feel sure that the real worth of our students will soon wipe out the stains recently cast upon them. It is noticeable that there is no complaint at all against the men students.

No man student to my knowledge has ever stated his desire to drop an Advanced Art Course however many advanced subjects he contemplated taking up, nor has he been advised by any member of the staff or by the Principal to cease to take an Advanced Art Course. In September, 1914, four women students of exceptional Art ability who had already done half their Course came to me and said they were discontinuing their Art Course. I learnt that they were beginning other advanced subjects, History or Education. This information,

case in every case from the student. I was never consulted
MR. R. H. PARKER, A.R.C.A., informed by her of the arrangement.
Art Master.

I pointed out to the Vice-Principal that the four
students had already half completed their course and had reached
It will be readily acknowledged that the work of any
Department is made much easier if stimulus is given from the one
in control of the Institution.

The help given to staff and students in Art at the
City of Leeds training College has come from the Principal
whose visits to the various classes (men and women) have been of
great help. This interest has encouraged the student,
particularly has he or she felt that any remarks from the
Principal could not be biased as those of the teacher specially
interested in the subject might possibly be. The visits of the
Principal have been frequent, and have usually left the students
with a wider outlook upon the subjects of education.

I do not remember any occasion when the Vice-Principal
has visited a class during an Art Lesson, to encourage either the
staff or students. This lack of encouragement has been felt.

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came in every case from the student. I was never consulted by the Vice-Principal or informed by her of the arrangement.

I pointed out to the Vice-Principal that the four students had already half completed their Course and had reached a stage and standard of work which would guarantee the students a pass in the Board's Examination. The students after my protest continued the work they personally liked. The four passed with credit and three obtained "distinction".

In 1915-16 two good women students were advised (without any reference to me) when half way through their Advanced Art Course to drop the subject and commence others, the students again being the conveyers of the information. Upon complaint by the Art staff these students continued their Course and will no doubt pass and possibly gain distinction in the subject.

I do not remember any student who when half way through the Course wanted to discontinue their work in Art.

In these protests to the Vice-Principal I had to point out that the Pass and Distinction in the Advanced Art Course was the only documentary evidence a student could obtain from the Board of his or her own special ability to teach Drawing in an Elementary School, and to obtain other evidence of a like value would entail two or three years study after leaving College.

The only woman student, as far as I am aware, who has been advised by the Vice-Principal to take an Art Course was one whom we were asked to include with a view to affecting and correcting weaknesses in moral character. Curious to relate, according to Miss Mercier's account this was accomplished, and shortly after the corrective application the student withdrew.

Summary.

Men and women students in their Art Course are encouraged by the Principal to apply themselves and obtain the fullest benefits from the Course.

I fear women students, are given the impression by the Vice-Principal that the study is an accomplishment that may be taken on or dropped at any time, and are discouraged from selecting it as a special Course of study.

Towards the close of the Session 1914, a meeting of the women staff was called by the Vice-Principal to discuss the number of Criticism and Demonstration Lessons desired by the Specialists and the amount of time they were prepared to give for School Practice. The Heads of the Specialists Staffs were not invited. Consequently requests to the Head of the Art Staff came by way of the Art Mistresses who loyally stated their inability to decide these matters without reference to the Head of their Department.

However, the opportunity was seized to state our wishes as regards School Practice and Demonstration Lessons. The statement was handed to the Principal, a copy was sent to the Head of the women's educational staff with the stipulation that the consent of the Head of the Art Staff must be obtained before any plans were made which involved any arrangements with Art Mistresses for School Practice, as the Art Staff worked as one section of the College and not as two sections.

I am pleased to state that the course drawn up and worked by the Art Staff in Elementary Schools was educationally profitable owing to collaboration and the arrangements of timetables fitting in with the parallel branches of work on the men's side. School Practice, furnishes cases where ~~the~~ the former Supervisor of the School having been informed of our visit has failed to inform either the student or the Head Master

or Mistress, and particularly in regard to Infant Schools.

The arrangements usually for men, even in normal times when a full complement of students are concerned, occupied in time about fifteen minutes; with the women almost as many days were required to get the arrangements settled.

Teachers Rightly or wrongly, it has been a custom recently not to make any arrangements for School Practice until the typed lists of students, schools, etc. from the Educational Staff are in our hands. This year a clear fortnight has been given for the fixing of the proposed times for visits to schools where the men were teaching. Visits were fixed with the men's Educational Staff in five minutes; and knowing the particular school at which a student was due, advice on the success of his schemes of Art Instructions could be more profitably given.

The schools to which the women were allotted were not made known to the Art Staff until three days after School Practice had begun, and then the lists of schools, students, dates and number of visits to be made by the staff were tabulated in such a way as to be unworkable owing to the supervision of Government Examinations occupying some portion of the time.

Previously one personal request for a list of Schools (women) and a written one, had been made to the Head of the women's Educational Staff without answer. What we required was a list of days when the schools were free for our visits. We had suggested a meeting of Supervisors and Specialists to make these arrangements but without avail.

In spite of the elaborate typed sheets of dates of Art Specialists visits provided for our guidance, the members of the Art Staff visited schools when the students were ignorant of the arrangements, and at one school they found the students were absent at a Day Nursery.

Miss E. Gray

(June 1916). The Infant Section omitted for some reason or other to supply any information as to where their particular students were teaching. Consequently the Art Staff was deprived of the opportunity of rendering help to either the ordinary student or to those who wished to qualify specially as Teachers of Drawing in Infant Schools.

Summary.

Arrangements for School Practice - Men and Women - were, in my opinion, better when made together and not independently. Any arrangements made for either Art Demonstration and Criticism Lessons or for School Practice should be considered for the whole College as they affect both men and women students.

I have never had any talks with her on Art matters, and no encouragement whatever. Last year and this year several girls taking Advanced Art told me the Vice-Principal had advised them to give up the Advanced Art Course. They said they did not wish to give it up as it was their favourite subject.

It seemed to me that the Vice-Principal had no interest in the Art work of the College.

Without the Principal's support we felt we could not have had any chance of giving Art the place it should have in the lives of the students.

SCHOOL PRACTICE ARRANGEMENTS.

The Art Staff have had great difficulty in obtaining information from the Method Staff about women student's School Practice. This year we saw no woman student giving Art lessons in the Infants School - we were told by the students that they were not taking Art at all. On several occasions we have gone to the Schools and found the students knew nothing of our coming. At such times we did

Miss E. Gray,

Art Mistress.

obtain particulars of students Schools and Supervisors' dates
made arrangements with the Supervisors concerned,
in some cases giving as much as 10 days' notice, only to find
THE PRINCIPAL'S INFLUENCE IN ART SUBJECTS. been advised only

the night before and sometimes only that morning.

The Principal has given us every encouragement
(sometimes I have had apologies, sometimes not.)
and shown a keen interest, attending many of the Evening
I remember even in my first year at College, Advanced Art
Art Club lectures, and advising and stimulating the students
students being away on Education trips and no intimation
in a way which has been most helpful to the Art Staff.
given to me beforehand.

THE VICE-PRINCIPAL'S INFLUENCE.

LESSONING The Vice-Principal has shown very little interest
in the Art work, only ^{once} attending an Art Club lecture recently.
I have never had any talks with her on Art matters, and no en-
couragement whatever. Last year and this year several girls
taking Advanced Art told me the Vice-Principal had advised
them to give up the Advanced Art Course. They said they did
not wish to give it up as it was their favourite subject.

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I remember even in my first year at College, Advanced Art students being away on Education trips and no intimation given to me beforehand. Once I had to come away without seeing the students and once they gave lessons for me without preparation, but could not do themselves justice. On July 11th

LESSENING OF TRAINING APPARENT IN STUDENTS.

that the Head Master had had a notice from Miss Birdeell that I might come.

I have noticed this year especially a lack of seriousness, earnestness, and responsibility in the girls. The students knew nothing about it and that after I had asked Miss Birdeell twice to make arrangements for me. This partly

arose from the fact that Miss Walker was so late with her lists that the days on which we were to have gone to Headingley Council had already passed before the lists were given to us. I have felt very strongly the general decay of respect to those in authority

MEN VERSUS WOMEN.

Several times the Method Staff approached me about arrangements for Criticism Lessons and School Practice, but I always refused to settle anything without consulting Mr. Parker as head of the Art Department.

Last summer Miss Walker held a meeting of the Women's Staff to discuss School Practice arrangements. I wondered at the time if new arrangements had been made, as formerly Mr. Holgate and Miss Sladdin had always worked in concert. I thought it strange that the men tutors were not present, as they were equally concerned in the School Practice of the girl students.

Miss E. Stainsby,

Art Mistress.

Twice in School Practice of 1915 when Miss Walker had charge of a school I wrote to her asking her to make arrangements for my visit. On each occasion when I arrived I found that neither the students nor the Head Master had been told of my intended visit. Once I had to come away without seeing the students and once they gave lessons for me without preparation, but could not do themselves justice. On July 11th 1916, I arrived at Headingley Council to find that the Head Master had had a notice from Miss Birdsell that I might come. The students knew nothing about it and that after I had asked Miss Birdsell twice to make arrangements for me. This partly arose from the fact that Miss Walker was so late with her lists that the days on which we were to have gone to Headingley Council had already passed before the lists were given to us.

I have felt very strongly the general decay of character, the students of the last two years are decidedly "milk fed" and pampered, and cannot bear any criticism. I think this was the most harmful side of Miss Mercier's regime. They were coddled and fussed up to such an extent that they weren't any use in standing the knocks the world is likely to give them when they get out into it, and they certainly got a very exalted notion of their own importance.

The support shown by the Vice-Principal with regard to Art can be summed up in one word - minus - . In fact she deterred students from taking up the subject and never came to the Art rooms unless to speak to the Staff or a student on some matter not connected with Art.

I should like to speak of the help Mr. Parsons has been to us and to our work. Mr. Parsons stimulates us a

great deal by the keen interest he takes in all the work the students do, and one feels that he appreciates the efforts we put into the work. We could go on toiling year in and year out and the Vice-Principal never know what we were doing - the work might have been the most utter rubbish or the best quality, it was all one.

During the whole of that time I have enjoyed perfect freedom of action in regard to my work, - except in one instance quoted below - nor have I once been subjected to any undue interference or other unpleasantness on the part of either the Principal or any official of the Education Committee. Moreover I do not know of any specific case where such action has ever been alleged.

I consider that educationally the College has made continuous and steady progress, especially in regard to the training of students for the professional career; but I fail to see that this progress is any more marked during the last three years than during the previous history of the College.

During the early history of the College - that is up to the last two or three years - friction between sections of the staff was unknown. Unfortunately this can hardly be said of recent years. Personally I have had very little difficulty of this kind, the only occasion being as follows:-

A class of women students was due with me every Thursday afternoon - afternoon work being necessitated by the limited laboratory accommodation. About a fortnight before the Easter Vacation this class was ordered to attend some criticism on demonstration lesson on Thursday afternoons - presumably by some member of the Women's Method Staff. I was not consulted about this change, nor did I receive any notification thereof, although it involved a dislocation of the work in my subject. The first intimation I received was from the students themselves, who on Thursday morning

MR. W. TAYLOR, B.A.

Lecturer in Geography and Science.

I have been a member of the Training College Staff from the inauguration of the College.

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told me that they would not be present in the afternoon.

Mr. J. Stanes

Music Master.

On enquiry I heard from one source that this was a permanent change in the time table; from another

that it was only temporary, and that fresh arrange-

ments would be made in the following term. The

Summer Term opened with the same difficulty, and it

had finally to be met by interchanging the work of

two divisions on Tuesday and Thursday - the only objection

to this arrangement being that the Tuesday class became

far too large for the accommodation of the laboratory

while the Thursday class became very small indeed. It

is obvious that under these conditions the work of one

class at any rate must have suffered through what appeared

to be an arbitrary interference with the time table

without any attempt to consult others whose work was

also involved.

3. Several women students of 1914-16 dropped the Advanced Music during the course. The students told me that they had discontinued the subject on the advice of the Vice-Principal who wanted them to take another advanced subject instead. In two cases the students had been advised by Miss Walker to cease Advanced Music in order to take the other subject. Now, I have no grounds of complaint with regard to the students dropping the Music, but I feel very strongly that this should not be done without reference to myself, and certainly not without official notification to myself. In no case, however, has the Vice-Principal seen me on the matter and the only intimation I had of the change came from the students themselves.

4. During the last School Practice period - June and July, 1916, - no woman student was advised to take the singing

Mr. J. Stones,
Music Master.

1. Whatever official stimulus my subject has received has come from the Principal who has often come into singing lessons, has listened to the singing, and then by a few remarks encouraged the students to emulate - nay outrival - their predecessors and to strive hard to keep their College at the top in music - the high-water mark reached by the students of 1912-14.
2. The Vice-Principal has never called in at any singing lessons since she came to the College, nor, to my knowledge, has she encouraged the students in their musical studies.
3. Several women students of 1914-16 dropped the Advanced Music during the course. The students told me that they had discontinued the subject on the advice of the Vice-Principal who wanted them to take another advanced subject instead. In two cases the students had been advised by Miss Walker to cease Advanced Music in order to take the other subject. Now, I have no grounds of complaint with regard to the students dropping the Music, but I feel very strongly that this should not be done without reference to myself, and certainly not without official notification to myself. In no case, however, has the Vice-Principal seen me on the matter and the only intimation I had of the change came from the students themselves.
4. During the last School Practice period - June and July, 1916, - no woman student was advised to take the singing

lessons in the schools except four under the supervision of Miss Crawshaw at the Open-Air School. I saw these women students and gave a demonstration lesson for them.

5. The arrangements for hearing the men students teach singing were made three weeks before the commencement of School Practice and my work in connection with these students was carried out smoothly and efficiently.

REFERENCE TO THE RECENT RESIGNATIONS OF MEMBERS OF THE STAFF.

SECTION D.

TRUST OF POLICY OF THE VICE-PRINCIPAL.

(i) Teaching Staff Appointments.

(ii) Loss of Unity in the College.

Statement of Mr. Parsons.

- " Dr. Bolton,
- " Mr. E. F. Todd
(Science Master)
- " Mr. C. P. Holgate,
(Master of Motmot)
- " G. E. Wilkinson
(Lecturer in English &
Phonetics.)
- " G. C. Dent
(Lecturer in English)
- " A. H. Parker
(Art Master)
- " Miss E. Gray,
(Art Mistress)
- " Miss R. Stainby
(Art Mistress)
- " Mr. W. Taylor
(Lecturer in Geography
and Science)
- " Mr. J. Storer,
(Music Master)

(iii) Copy of Correspondence relating to
Whinfield Incidents.

20TH AUGUST, 1916.